**EDC 423**

### Informational Text Plan

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**Part 1: Text Analysis**

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| Resources | Challenges |
| p. 1- Large title, large illustration- the students will know what a Cheetah looks like and what they are reading about (purpose) | p. 3 1st paragraph: What about a cheetah makes it seem like a good hunter? What does the cheetah hunt? |
| P. 3- Large font, illustration, short paragraphs with bolded vocabulary words (the vocabulary words are also defined at the end) | p. 3 2nd paragraph: What does prey mean? No definition in text. |
| p. 3 3rd paragraph: comparing roar to a bird chipping gives students an idea of the sound a cheetah makes | p. 4: What is a termite mound? Is it made out of termites? |
| p. 3 4th paragraph: First column is summarized (referential) | p. 4: What is a glare and how do the black marks cut it down? |
| p. 4 Picture: A close up of the Cheetah shows the dark lines discussed on the page. Also there is a picture of a termite mound. (gives students a visual and helps make connections) | p. 4: What is a gazelle? |
| p. 5 Short paragraphs. The paragraphs lead into one another making the page coherent. | p. 5: 1st paragraph: What does 80kph mean? How is 50 mph different? How fast is that in terms the students will understand? If a gazelle runs at that speed what speed does the cheetah reach? |
| p. 5 Titles give an indication of what each paragraph is going to be about. | p. 5: 3rd paragraph: What is the spine and how exactly does a bone fold without breaking? There is no visual to go with this explanation |
| p. 5 4th paragraph: The end of the paragraph puts everything together and tells the reader the cheetah looks like its flying. | p. 5: 4th paragraph: The paragraph is very descriptive but it becomes a challenge when making a mental picture because it gets to be too many ideas. The students also have to remember the cheetah is a cat. |
| p. 5 “All The Right Moves”: Using a typical household animal like the cat to compare may be relatable for the students | p. 5 5th paragraph: Students may not make the connection that oxygen is what we breathe in and that it goes to your lungs. |
| p. 6: The picture is large and stimulating. | p. 5 12th paragraph: What is a boat’s rudder? How does it help a cheetah keep balance? |
| p. 7: All paragraphs have very short sentences making it easy to read. The sentences are descriptive giving a mental picture | p. 6 The picture’s caption doesn’t help with a mental picture because you can’t tell what the tail is doing to help the cheetah run. |
| p. 7 “Cheetahs in the Wild”: Summarizes everything you just read, making the main ideas clear. | p. 7 2nd paragraph “It lifts its head.” Whose does? The cheetah or gazelle? |
| p. 8 The pictures are very useful. Wordwise defines many of the vocabulary words used in the text. | p. 7 5th paragraph: Where did the Lion and leopard come from? |
| p. 8 Picture of Cheetah has labels that point out characteristics of the cheetah discussed in the text | p. 8 The graphics may have been useful closer to the beginning or near the text that describes what is being illustrated. |
|  | p. 8 The parts of the cheetah that are labeled aren’t close up or clear enough to see what was described in the text. |

**Part 2: Learning Goals**

Main Idea(s)

1. Cheetahs are animals that have many characteristics that help them adapt to the wild environment in which they live in.
2. The characteristics and adaptations that the Cheetah has, helps them become amazing hunters.

Big Idea(s)

1. All wild animals have different characteristics that that help them survive in their environment.
2. All living things, including humans adapt to their living situations to be successful in and survive their environment.

Learning Goals:

1. What are adaptations?
   * Describe the characteristics of a Cheetah that make hunting challenging.
   * Explain how the Cheetah’s adaptations benefit them while hunting.
2. Does anyone else adapt?
   * Recognize that different animals have different adaptations that benefit them.
   * Know that adaptations aren’t just something that helps animals in the wild, but all living things.
   * Humans have adaptations as well.

**Part 3: Planning the Launch (Script your ideas below)**

Hold up a picture of a Cheetah or bring in stuffed animal. (Not labeled).

Who can tell me what type of wild animal this is? (let them guess once or twice)

This is a Cheetah. Cheetahs are mostly found in Africa and in real life can weigh up to 150 pounds, which is about 2 of you (assuming they are 4th graders, avg weight 80 lbs).

I want you to turn to your neighbor and talk about other physical characteristics you notice about the Cheetah. Who can tell me what characteristics are? (give them a chance to define, then tell them definition). Ok 2 minutes….go.

After two minutes have them share some ideas. One example:

Student: The Cheetah has spots

Teacher: Good, why do you think the cheetah has those spots?

Student: I don’t know.

Teacher: Interesting. We just named a lot of different characteristics, but no of us are quite sure if there is a reason for them. We are going to look at an article that talks about these characteristics and will teach us why the Cheetah has them and how they might help them survive.

**Part 4: Planning the Exit**

How will you know if students have met the learning goals that you set?

I will have the students fill out a K-W-L chart during the process of reading the article. Then I will have the students pick another animal/human that I have previously thought of, out of a jar and draw a picture and then label it just like the Cheetah diagram at the end of the article. Their job will be to figure out adaptations and characteristics which assist them in survival and illustrate it through the diagram.

**Part 5: Planning Ways to Support Student Interactions with Text Ideas**

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| Page/ending phrase | Questions and responses you expect |
| p. 1 First section | Q: After reading this section, what do we think about the Cheetah as a hunter?  A: They aren’t good at hunting.  F: Good, they are bad hunters. What makes you think that?  A: Their legs aren’t good for climbing; claws are dull, poor night vision…. |
| P. 1 “Built to Hunt” | Q: The texts say that despite all those things that would make the Cheetah a bad hunter, the Cheetah is a successful predator (note the definition is in the back). What makes the Cheetah successful?  A: Adaptations and characteristics  F: Yes and what adaptations and characteristics do we think the cheetah has to make him successful?  A: Big, fast..  F: Good, lets read more and to see if we are right… |
| p. 2 In the Right Direction | Q: We just read a lot. The Cheetah is hunting a gazelle that can run 50 mph, which is as fast as cars go on a highway. What characteristics/adaptations will help the Cheetah in this situation?  A: The cheetah is the fastest animal.  F: Right, the fastest in the world and what helps the cheetah run that fast?  A: Flexible spine, pivoting hips, blunt claws, flat tail. |
| p. 5 In the Right Direction | Q: The text talks about the Cheetah’s spine. Says it’s flexible, what does that mean?  A: It can bend easily.  F: It bends easily, right. How does that help the Cheetah?  A: It springs the cheetah forward. |
| p. 7 Cheetahs in the Wild | Q: So the Cheetah had success hunting the gazelle, what animal do you think the cheetah would have trouble hunting?  A: Bird, monkey, fish  F: What makes you think that?  A: The cheetah can’t climb; its characteristics help it on land. |
| p. 8 (After) | Q: What did we just learn from that article?  A: Cheetahs are good hunters despite some challenges. All about cheetahs adaptations.  F: How do you think we can relate to this article?  A: We have adaptations too! |

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# 50 Possible Points

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|  | Possible Points | Earned Points |
| Text analysis captures relevant text resources, challenges, and ideas that might be confusing to students. | 8 |  |
| Main idea captures the main points of the text and how those points are made. | 4 |  |
| “Big idea” identifies the overarching message/idea that students can transfer to other aspects of life. | 2 |  |
| Learning goals identify the important content and relevant points that students need to deeply understand the text. | 5 |  |
| Launch engages students in thinking about the text ideas and sets purpose for reading/discussing the text. | 5 |  |
| Exit identified appropriate means of assessing learning goals. | 5 |  |
| Stopping points within the text correspond to places that will help students build meaning from text to reach learning goals. | 5 |  |
| Initial queries are phrased to encourage students to summarize, explain, and interpret. | 5 |  |
| Initial queries get at the important information at each stopping point. | 3 |  |
| Expected responses to each query are included and are appropriate. | 3 |  |
| Follow up queries clarify initial questions and promote critical thinking. | 3 |  |
| Plan is submitted as specified, in Standard English mechanics and grammar. If worked with a partner, reflection is thoughtful and sums up knowledge brought and gained from the partnership. | 2 |  |
| TOTAL | 50 |  |